DOCUMENT RESUME

ED 150 093 SP 011 317

AUTHOR Clemence, William J., Jr.; Pitts, James Walter
TITLE A Proposed Handbook for High School Football Coaches in the State of Georgia. An Applied Project in Physical Education.
PUB DATE 77
NOTE 67p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Athletic Coaches; Athletic Equipment; *Athletics; *Football; Parent School Relationship; *Physical Education; Public Relations; Sportsmanship; Student Teacher Relationship; Teacher Administrator Relationship; *Teacher Responsibility
IDENTIFIERS *Georgia

ABSTRACT

This handbook on coaching football was written specifically with Georgia football coaches in mind, and references to the Georgia High School Association Constitution and By-Laws are made frequently. Six major areas of a coach's duties are covered: (1) the qualifications of the coach, coaching philosophy and objectives, and a code of ethics for coaches; (2) the coach and interactions with school personnel; (3) the coach's relationship with the student body; (4) public relations and the coach; (5) the coach and his relations with members of the football team; and (6) the coach's administrative responsibilities. Sample forms for use of a coach in expediting his obligations are appended, and a bibliography is included. (JD)

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ED150093

A PROPOSED HANDBOOK FOR HIGH SCHOOL FOOTBALL COACHES IN THE STATE OF GEORGIA

An Applied Project in Physical Education

Presented to the Faculty of

the College of Education

University of Georgia

In Partial Fulfillment of the Requirements

for Course Credit in PED 765

By

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Spring, 1977

SP011 317

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CHAPTER I

INTRODUCTION

One of the most important aspects of any sport is communication, especially effective communication between the head coach, assistant coaches, and school administration. For team sports, such as football, communication takes on added significance because of the necessity of all coaches having constant access to reliable information, concerning individuals and the team. It is in this capacity that a coach's handbook can prove to be of tremendous value to the football coach. A well organized coach's handbook can inform each coach of the roles and responsibilities that he may encounter, plus it may help to develop a positive mental approach to the tasks at hand. Thus, providing coaches with a handbook prior to each season would seem to be an integral part of the organizational process for any football program.

Purpose

Coaching of interscholastic high school football requires a tremendous amount of time and energy on the part of each coach. He is not only responsible for the teaching of skills and knowledge necessary to play the game, but he also must perform many periferal duties that are necessary for a successful program.

The primary purpose for writing this handbook was to provide all high school football coaches in Georgia comprehensive and concise infor-

mation on conducting their football program. Since most experienced coaches may have their own system of operation, which may differ somewhat from the suggestions contained in this handbook, it is thought that this handbook may prove more valuable to the new coach. If all football coaches just entering the profession have a well organized handbook that describes policies and responsibilities for running the program, then the school, students, players, and coaches will benefit greatly.

Since this handbook was written specifically with Georgia football coaches in mind, direct references to the Georgia High School Association Constitution and By-Laws (GHSA) are made frequently. This was done for the purpose of familiarizing Georgia coaches with regulations they must follow. When rules from the State Association are refered to, they will also include the section number, rule number and page number, as it is stated in the 1976-1977 edition.

Philosophy

Athletics (i.e., football) is considered an integral part of the school's program of education which provides experiences that will help all participants physically, mentally, and emotionally. The element of competition and winning, though it exists, is controlled to the point that it does not determine the nature of the program. This is considered to be educationally and psychologically sound because of the training it offers for living in a competitive society. Students are stimulated and want to win and excel, but the principles of good sportsmanship prevail at all times to enhance the educational values of contests.

Participation in athletics, both as a player and as a student spectator, is an integral part of the students educational experiences.

Such participation is a privilage that carries with it responsibilities to the school, to the team, to the student body, to the community, and to the student himself. In his play and in his conduct, he is representing all of these groups. Such experiences contribute to the knowledge, skill, and emotional patterns that he possesses, thereby making him a better person and citizen.

Objectives

The objectives of the interscholastic football program basically fall into three groups: those which relate to participants, those which relate to the student body, and those which relate to the community.

As they relate to participants, the objectives are to provide opportunities for:

1. The competition of the highly skilled with opponents of comparable skill.
2. The ability to think both as an individual and as a member of a group.
3. The development of good sportsmanship.
4. Realization of the values of group ideals.
5. Improved motor skills.
6. Better health and physical fitness.
7. The desire to succeed and excel.
8. Self-discipline and emotional maturity.
9. Respect for the rights of others and for authority.
10. Social competence.

As they relate to the student body, the objectives of the football program are:

1. To create an atmosphere of unity.

2. To motivate wider sports participation of the student body.

3. A knowledge of the values that athletics have for the individual and for society.

As they relate to the community, the objectives of the football program are:

1. To provide an understanding of why the school offers a football program to students.

2. An understanding of the rules essential to playing the game and to being intelligent fans.

3. An appreciation of wholesome recreation and entertainment.

4. To stimulate interest in, and support for, the entire school program.

Code of Ethics for Coaches

All professionals expect their members to demonstrate high standards of conduct reflecting sound moral judgements. The coaching profession is no exception to this principle and because of its very nature its members are subjected to unusual close scrutiny. This fact makes it imperative that coaches strive constantly to project an image that reflects the highest credit on themselves, their teams and their schools.

Good sportsmanship must be taught continuously for it is far more valuable than the winning of an event. Although every team should be coached to win as that is the primary objective of competition, winning should always be accomplished through spirited, yet fair play.

Realizing that they represent the teaching profession and school, coaches must insist that teams play their best, honor opponents, and respect officials and their decisions. The coach must also exemplify emotional control, courteous behavior, and fairness under all conditions.

As a professionally responsible person, a coach should exemplify the behaviors described in the code of ethics of the National Council of State High School Coaches Association:

AS A PROFESSIONAL EDUCATOR, I WILL
Exemplify the highest moral character, behavior, and leadership
Respect the integrity and personality of the individual athlete
Abide by the rules of the game in letter and in spirit
Respect the integrity and judgement of sports officials
Demonstrate a mastery of and continuing interest in coaching principles and techniques through professional involvement
Encourage a respect for all athletics and their values
Display modesty in victory and graciousness in defeat
Promote ethical relationships among coaches
Fulfil responsibilities to provide health services and an environment free of safety hazards
Encourage the highest standards of conduct and scholastic achievement among all athletes
Seek to inculcate good health habits including the establishment of sound training rules
Strive to develop in each athlete the qualities of leadership, initiative, and good judgement.

Qualifications of the Coach

According to the Georgia High School Association Constitution, a school shall employ no athletic coach, nor use anyone on its athletic coaching staff who is not a full time teacher, certified by the State Department of Education; and receives his or her entire pay from the Board of Education that employs him or her. A coach not employed by the Board of Educationbut who lives in the community and earns his living in some other manner but gives his time to the school is strictly in violation of this rule. It is also noted that a regular practice or student teacher may be used as a coach (1976-77: p28).

CHAPTER II

THE COACH AND INTERACTIONS WITH SCHOOL PERSONNEL

In his professional relationships with school personnel and administrative staff members, the coach has many responsibilities. His primary responsibility in his professional relationship is to the principal of the school in which he is coach, and in turn to the school superintendent. At the same time he has a responsibility for cooperating with other members of the school staff in which he is serving, with members of the coaching staff, with coaches of various sports, and with auxiliary persons.

The County or Local Administrative Staff

The board of education is the policy-making authority of a school system, and as such is responsible for all aspects of the public school program, including athletics. The superintendent is the chief executive officer of the board of education. The coach is charged with the responsibility of carrying out a wholesome and broad athletic program within the limits of the policies established by the board of education. He should plan, adjust, and administer his program in such a way as to make certain it is in harmony with the established policies.

The Principal - Coach Relationship

Since the activities and administrative details of an athletic program are many and varied, there should be mutual respect,

understanding, and cooperation between the coach and the principal. It is the responsibility of the coach to have a complete understanding with the principal regarding the objectives and procedures of the program. The coach should keep the principal informed of any potential troublesome situations or occurances, so that if difficulty should occur, the principal may be ready to take appropriate action. There should be a thorough understanding between the coach and the principal regarding the relationship of the athletic program to the total educational program.

The following are suggested methods for the coach to use in increasing the principal's understanding of the athletic program:

1. Confer with the principal and have a definite understanding about policies in making schedules, purchasing equipment, and carrying out various athletic activities.
2. Discuss problems with the principal and set forth the coaching view point.
3. Welcome suggestions from the principal regarding ways of improving the program.
4. Avoid expressing disagreement with the principal's views or policies except in personal conference.
5. Recognize the principal at public functions and make him feel welcome at all school athletic activities.
6. Endeavor, as a direct motivation toward better school morale, to develop athletes who set examples of good conduct both on and off the athletic field.

Athletic Director - Coach Relationship

In some schools one of the head coaches is also the athletic director. Recently, many schools have employed an athletic director who does not have coaching responsibilities. It is expected that this trend will continue. In any event, the athletic director is an administrator and is the immediate supervisor of all head coaches. Therefore, the

athletic director should be accorded all of the courtesies that the coach would give the principal in situations where the coach reports directly to the principal.

Coach - Faculty Relationship

The coach's relation with the rest of the school's faculty and staff should be one of understanding and cooperation. The coach should be sympathetic with the various departmental programs and, whenever possible, should support them. At the same time, he should encourage his athletes to display loyalty and enthusiasm for all school activities. He should work constructively with his fellow teachers for the welfare of the students and for the entire school program. He should not criticize teachers nor any school department in the presence of students or the public.

The coaching staff should attend school staff meetings, and at the suitable time, present to the faculty the policies of the athletic department regarding student participation in athletics; the aims and purposes of the athletic program; uses of athletic equipment and facilities; and the function of the state activities association.

Faculty members should also be made aware that, from time to time, the academic progress of student athletes will be assessed through contacts with teachers. These contacts should be of such a nature that they gain the confidence and assistance of the teacher, rather than giving the appearance of seeking special favors for athletes.

Relationships Between Coaches

It is an axiom that a school's athletic program can be no more effective than its staff. A successful program is characterized by

harmonious relations, mutual respect, and cooperative devotion to duty among members of the staff. Professional respect should exist between the head coach and the assistants, among the assistants themselves, and among coaches of different sports. A coach should be loyal to professional associates and to the school.

All coaches should be guided by the principles that interscholastic sports are to be conducted for the welfare of the student and that each sport has its own definite contribution to make to the complete educational program. No coach should belittle other sports by giving the impression, that, compared to a particular sport, they are unimportant.

Auxiliary Personnel and the Coach

The coach should recognize that many people contribute to the making of a successful program. There should be wholesome working relations with the lunchroom supervisor, with maintenance personnel, with area supervisors, and with other persons who help. The appreciation for and importance of their contributions to the success of the coach's work should be acknowledged. Words of commendation for their good work go far toward creating and maintaining a smoothly functioning organization.

CHAPTER III

THE COACH'S RELATIONSHIP WITH THE STUDENT BODY

While in the past most coaches were employed as physical education instructors, today the majority of coaches are performing as classroom teachers in various instructional areas. Therefore, teacher-coaches are full fledged faculty members having professional and moral obligations to give proper attention and care to all of the students for whom they have been assigned instructional responsibilities. Excellence in classroom instruction and empathy for all students reinforce the overall effectiveness of the athletic coach.

School Spirit

The athletic program and the coach need a strong bond with the student body. The base for this relationship lies in the coach's ability to work effectively with individual student athletes on and off the field, the classroom students, and other student groups on and off campus.

The following suggestions are offered as ways coaches may spark student support for the athletic program:

1. Visit student council and club meetings to display support for that group's goals.
2. Keep the student body informed as to athletic goals.
3. Visiting homerooms to discuss how sports help individual students.

4. Calling on clubs for assistance in special projects.
5. Encouraging athletes to incorporate athletics into class projects.
6. Organizing pep clubs.

Guidance and Counseling

Students in today's school and society have emotional needs which must be met at every level possible. The ability of coaches to serve as confidants to students is limited only by their planning for the time in their busy schedule. Genuine concern for and interest in students and their problems are an investment in the future of the coach and the student.

Band and Drill Team

Effective planning and cooperation between the coach and the band director enhances both programs. The band and drill teams are an integral part of the school activity program and, as such, warrant the interest and enthusiasm of the coach. The importance of good rapport with the students in the band program is paramount to the support of the football program by the maximum number of parents.

Cheerleaders

The role of the cheerleaders in the football program must be clearly defined and their value to the program recognized by the coach. The cheerleader sponsor, coach, and the athletic director form a team which enables the cheerleaders to perform with maximum effectiveness. Involvement in varying degrees by all parties concerned in policies governing selection, training, performance, and financing of cheerleaders is vital to a meaningful contribution to the program and the

student body. The rapport between coaches and cheerleaders is also important to crowd control planning.

CHAPTER IV

PUBLIC RELATIONS AND THE COACH

A major part of the high school coach's job is to establish and maintain good public relations with the school community. The coach's position of leadership makes him a public figure, representing both his school and his profession, and his actions and words can influence the opinions of members of the community who are concerned with athletics. He can convey to these people the benefits and educational opportunities high school athletics offer and thus win continued support for the school's football program. Publicity is an important tool for developing public understanding. Also, a coach's relationships with individual students and members of the community, plus the information he supplies about his goals contribute to good public relations.

The Players

The relationship between coach and athlete, unlike that between most other faculty members and their students, is one that brings them closely together in circumstances outside the regular school hours. These associations usually include many hours together, some during after school practice, others on out of town trips, and still others in the homes of the coach and the student. These occasions provide excellent opportunities for the coach to influence positive character development that will extend out into the school and community.

Parents of Athletes

One of the most important segments of the public the coach can concern himself with is the parents of the players. Because parents play such a vital part in the support of the school system and its educational programs, the coach must make an effort to know them and inform them about the nature and values of high school athletics. This phase of the coach's public relations program requires alot of effort, but the results are usually well worth the work.

Ways to initiate and continue to receive strong parent support include:

1. Make it a point to meet the parents of all players.
2. Welcome new families into the community.
3. Send letters to each players parents outlining goals and objectives of your program.
4. During the season, send parents weekly or monthly newsletters reporting on the team's progress.
5. Provide a special seating section for parents for all home games.
6. Plan occasional covered-dish suppers which would include the parents, players, coaches, and cheerleaders.

Other Coaches and Athletic Staff

A coach's public relations program must reflect the thinking of the entire athletic staff, in order to be effective. The enthusiastic support of other coaches and athletic assistants will strengthen a coach's attempt to tell the public about the benefits of his athletic program. And to ensure this support, a coach must always place his own sport in relation to the others, remembering that each activity contributes to the total program. A coach should, of course, be

dedicated to his sport, but he must not feel that it is the most important one offered by the school.

Good relationships among coaches in a high school help them to present a positive public image. Many departments have one head coach in charge of assistant coaches. The head coach should trust his assistants and publicly give them credit for their contribution to the success of the team. In turn, the assistant coaches should be consistently loyal to the head coach. By working toward common objectives, they can present a strong program that will win public support.

Other School Faculty

The coach's relation with the rest of the school staff should be one of understanding and cooperation. By displaying an active interest in the activities of other departments, the coach will show support for the entire school program. It is expected that the coach would work constructively with professional colleagues for the welfare of all students and for the entire school program and would not criticize teachers nor any school department in the presence of students or the public.

Student Body

Because a high school coach can have a great deal of influence on the student body, his dedication and enthusiasm are important in creating school spirit. His effect on all the students can be tremendous.

Some techniques that a coach can practice to generate student body support include:

1. Show no favoritism to athletes in the classroom. Treat all students as equals.
2. Meet with student leaders to explain the goals and objectives of his program.
3. Sponsor assemblies that include guest speakers who favor athletic programs.
4. Acquaint cheerleaders and the pep squad of their important roles to your program.

Booster Groups

Booster groups for high school athletic programs are becoming more and more important because of the taxpayer's relectance to support such activities. Many educators and citizens regard sports as totally separate from formal education and expect athletic programs to generate their own financial support. When coaches find themselves in this type of situation, they usually form booster groups.

Generally, the larger the group the more effective it will be in organizing support for the football program. Functions of the booster group will vary but usually includes:

1. A leader with a sincere interest in the program.
2. Weekly meetings between the coach and the group members.
3. Special seating for booster group members at games.
4. Viewing of game films, with the coach acting as narrator.
5. Financial support of the football program by members.

News Media

Because much of the information the public receives about interscholastic athletics comes from the news media, it is essential for a coach to develop good relations with those responsible for reporting to the public.

Some specific suggestions which will help coaches maintain good relationships with sports writers and other media personnel include:

1. Get acquainted with sports writers. This is the first step in getting coverage for the school.
2. Never cause a writer to print a statement that is not true.
3. Furnish the sports writer with correct information about athletes.
4. Be sure the number of each player corresponds with the program number.
5. Plan the post-game report to the newspaper, long before game time.
6. Inform reporters about basic strategy so that they will be better able to describe athletic events.
7. Provide sports writers with press passes for contests.
8. Provide adequate facilities and assistance in the press box.
9. Give post-game results with the same care as pre-game information.

Crowd Control

Crowd accommodation has for many years involved providing ample parking, concession convenience, clean restrooms, drinking fountains, and the provision of other conveniences. In more recent years, it has also involved providing protection for players, coaches, and spectators from malcontents and vandals.

The following are guidelines recommended by the Georgia High School Association for consideration in implementing programs for crowd control:

Prior to games.

1. Hold student body assemblies and stress sportsmanship.
2. Meet with the Parent Teacher Association and Civic Clubs
3. Review with the cheerleaders the types of yells they will use.

4. Check with local police for troublemakers.

5. Public address and radio announcers should be instructed to report the game and not to second guess officials or editoralize.

6. Have parking areas well lighted.

7. Be sure that some police remain at the field after the game.

8. Impress on the coaching staff and student body their responsibility to the school.

9. Provide identification badges for guards, student sponsors, and faculty sponsors.

10. Have faculty supervisors or chaperones on all buses.

11. Have one or more local police accompany the team on out of town trips.

At the game and afterwards.

1. Use ribbons or badges to restrict the sidelines to bench personnel, medical personnel, etc., and eliminate local boosters and visiting alumni from sidelines.

2. Keep team and bench personnel within the boundary lines.

3. Players should be on the bench and not standing on the sidelines.

4. Leave the field promptly at half time and after a game.

5. The home team should provide necessary police escorts to visiting teams until they are out of town.

6. Provide adequate chainmen and boxmen.

7. Instruct players that in the event that any disturbance occurs while the game is in progress:
   a. those on the sidelines remain there.
   b. those on the field proceed immediately to the bench.

8. After the game go directly to the dressing room.

9. Have police available and instruct them to arrest any person going on the field while the game is in progress or creating any disturbance and attacking any player or official after the game.

While there is some disagreement as to the specific emphasis which should be placed on the various elements of maintaining order at athletic contests, most experts agree that there are certain factors which are essential to any solution of spectator control problems. These major factors are:

1. The state association, involved in the administration of high school athletics, should establish guidelines for spectator control, and distribute those guidelines to all high schools participating in athletics, as well as others directly interested.

2. The administrators of high schools participating in interscholastic athletics are directly responsible for developing and implementing programs for crowd control at their respective high schools.

3. Spectator control problems affect much of the community, and therefore adequate programs for maintaining order at athletic events should include representatives from all directly concerned sectors of the community.

4. Good crowd control consists of much preventive planning and organization long before problems arise. Planning should include events before, during, and after the athletic event. Improving sportsmanship and avoiding misconduct necessitates three phases of action: education, involvement, and enforcement.

A sample checklist for spectator conduct and control can be found in the Appendices.

Game Officials

Game officials should be treated with courtesy and respect, and the coach should never indicate in the presence of spectators, dissatisfaction with an official. Any discussions with an official concerning plays or decisions should be conducted in a calm and friendly manner.

The coach should respect the decisions of the officials and should not make any critical statement to the press concerning decisions of

officials. Officials should be contacted prior to the contest and provided necessary information. It is best not to have hometown officials or have the same crew of officials for more than two or three home contests during the season. Whenever possible, a separate dressing room, adequately supplied, should be provided for officials. Officials should be paid prior to the contest, and the coach should arrange for timers and scorers.

CHAPTER V

THE COACH AND THE TEAM

The basic relationship between the individual athlete and the coach forms one of the major foundations of a successful football program. The relationship must be one of mutual respect and trust. The sincerity of the coach can be readily detected by the players and is a must for all coaches in gaining the confidence of the team.

The Summer Program

From the time school ends in the spring until preseason practice starts in late summer, the coach should maintain steady contact with all players. This can be accomplished through the writing of letters to each athlete, reminding them of the type of training they should be doing, the type of diet and amount of rest they need, and important dates and events they should be aware of throughout the summer.

This would also be a good time to begin or maintain contact with parents. Parents can be made aware of the important part that they will be to the football program, and how they can become actively involved.

Examples of these letters can be found in the Appendices.

Preseason

The basic safety precautions for the coach to follow during this period consist mainly of seeing that each athlete has passed a physical

examination, is properly conditioned, and is issued equipment of a high quality which fits properly. It is also suggested that the coach watch for the proper balance of water and salt during practice and that early practice sessions be of a endurable period. The organization of the staff and squad normally evolves through a series of staff and team meetings that cover a variety of important aspects such as staff assignments, team discipline, and an orientation for new athletes. All policies that are going to apply during the season should be spelled out at the time, both to athletes and parents alike.

Training rules and general policy. These rules should be few and brief. Emphasis should be put on proper diet, sleep, and general health care. Dress and grooming guidelines should be realistic and consistent with school board policy. Possible penalties for breaking of these rules should also be presented.

Eligibility. All players are expected to maintain minimum grades in all classes taken in order to be eligible to take part in athletics. At the same time, each player must meet the eligibility requirements set forth by the GHSA (Section 1, Rules 1-15, pp. 26-27). Pupils participating on junior varsity or B teams of GHSA member schools are not required to meet all eligibility requirements that applies to varsity members (Section 7, Rule 13, p. 44). Pupils attending a vocational school or college will also be eligible to participate under certain conditions (Section 7, Rules 16-18, p. 45).

Physical Examinations. These should be arranged for team members by the team doctor, if one is used on a permanent basis. Individual parental desires for the athlete to be examined by their family physician

should be honored. In either case, a physical examination report must be on file in the school office for each player (Section 2, Rule 14a, p. 30). An example form can be found in the Appendices.

Parental permission. Written permission of parents should be a requirement by the school. These forms should be kept on file with the physical examination form, in the school office. An example of this form can be found in the Appendices.

Insurance. Coverage must be adequate for each participant either in a school policy, individual family policy, or a combination of the two.

Practice sessions. Practice sessions that are positively structured raise the level of expectancy and are apt to improve performance. These sessions should provide opportunities for the participants to develop concentration and automatic actions and reactions necessary to play football. A number of sound principles to consider when planning practices may include the following:

1. Design daily plans which seem to have the greatest potential of producing the specific outcome expected to be accomplished during that practice.
2. Communicate these plans to all staff members, including team manager, along with the assignment and role of each member during the entire session.
3. Prepare facilities to be used and make certain that the equipment and materials needed are readily accessible.
4. Post copies of the practice schedule for the benefit of the players.
5. Proper warm up exercises and activities should be scheduled early in the practice.
6. Short breaks should be taken to replinish lost body fluids. This is especially important during preseason practice, when temperatures remain hot in the Georgia climate.

The length of a particular practice depends on several variables. These include the day of the week in respect to the time since the last game and the time before the next, the temperature, the practice objectives, the next opponent, and the physical and mental condition of the squad. Normally, carefully planned practice sessions of not more than one and a half to two hours duration will provide ample time to get the job done.

The GHSA has very exact rules covering when Summer and Spring practice should start and end. The rules also provide regulations as to practicing with and without full pads, and inter-school practice or scrimmage (Section 3, Rules 10-12, p. 50).

Pre-Contest Responsibilities

The player-coach relationship during the pre-game period should promote a positive attitude toward the individual's and team's success. A general review of assignments should be given. Guidelines should also be given for the players' conduct during the game. Pertinent rules and the function of the officials should be reviewed in a positive manner.

Safety precautions that the coach should take before each game include:

1. Playing conditions, playing surfaces, equipment and facilities should be reviewed.
2. Pre-game warm up should be organized effectively and the time properly utilized so that players are physically and mentally ready to play.

Visiting teams should be treated like guests. Facilities such as showers and locker rooms for the visiting team should be provided.

During the Contest

The relationship between players, coaches, and officials must be based on mutual respect. Chastisement of players on the sidelines should be avoided. Coaches, players, cheerleaders, and fans should avoid personal remarks to or about opponents. A coach should address his remarks to his team only. Safety precautions during this time include:

1. Care of injured athletes should be planned ahead of time. It is wise to have an ambulance and physician close at hand.
2. Use of injured athletes should be avoided.
3. A coach should always show concern for injured players.

Post-Contest Responsibilities

A coach should be aware of the need for post-game praise for young athletes. Remarks made to the media should be tactful. Single athletes should never be blamed for a loss. All team members should be praised after a well earned victory.

Injured players should remain in the dressing room until each injury has been carefully checked. The coach should see that all players are cared for and are able to get home following the game.

A post-game squad meeting is desirable for the promotion of team unity. This is also a good time to begin mental and emotional preparation for the next game.

Off-Season Programs

The coach should stress a well planned conditioning program to build the player's speed, strength, and endurance necessary to be a better athlete next season. Because most young athletes cannot realize

the importance of such programs, the coach must do a real selling job for his conditioning program. The program should be made as competitive and fun for the players as possible. However, it should not keep athletes from participating in other sports during the off-season.

The off-season is also an excellent time to counsel with individual players regarding careers, academic standing, and further personal matters. Academic eligibility, as well as maintenance of training rules and conduct should be stressed during this time as well.

Injury Policy

Every athletic department should have a clearly defined policy for dealing with athletic injuries. All coaches should be trained in basic first aid procedures. Proper care is expected of all players and parents, whether the injury is minor or serious, this attention should be provided.

A coach should accompany any player being taken to the hospital or doctor's office. He should remain with the athlete until the parents arrive to assume responsibility. Parents should be notified immediately as to what happened and where their child was taken.

After an injury is sustained by a player, he should be allowed to return to practice only after the doctor gives approval. In case of a serious injury, a period of rehabilitation may be required before the player can resume active participation. Even though a player is able to participate, it may be wise to tape the injured part to provide additional support, until complete recovery is assured.

As soon after an injury as is feasible, the coach should make a complete report on the incident. Most school systems have standard

forms available for the express purpose of injury reports. A sample injury report form can be found in the Appendices.

Trainers. Most high schools cannot afford to pay an experienced athletic trainer, therefore, many coaches have a student trainer to handle minor injuries. The student trainer can also be put in charge of keeping the training room clean, and training supplies inventoried and stored properly. The trainer can also be responsible for having adequate supplies in a portable case at each practice session and all games.

Motivation of Players

Each athlete has his own motivational drives and a combination of incentives can spur him to greater achievements. Among the most common sources of motivation in high school athletes are personal recognition, ego-reinforcement, self-realization, proof of masculinity, fear, material gain, the need for an emotional outlet, and physical fitness.

If an athlete is to realize his potential, he should have a positive attitude. This can be developed through setting goals, through encouraging desire, confidence and planning.

Some of the successful techniques for developing motivation at the high school level are praise, threat of punishment, diversion from failure, gimmicks, use of voice, individual and team discussions, and pep talks. Each coach must use the techniques that he is most comfortable with, all the while looking at the individual differences in his players.

CHAPTER VI

THE COACH'S ADMINISTRATIVE RESPONSIBILITIES

The coach is not only responsible for the coaching of his team. He must also be involved in a number of other tasks in order to have a smooth running program. The head coach or athletic director will be responsible for many of the following, however, all coaches should be aware of things involved in running the total program. Also, each assistant coach may be assigned or involved in any number of these tasks, therefore he needs to have access to knowledge concerning them.

National and State Associations

Practically every junior and senior high school in the state belongs to the Georgia High School Association (GHSA), and the GHSA is a member of the National Federation of State High School Associations, as is all other state associations in the United States.

The main purpose of the GHSA, as stated in its Constitution, is the promotion of education in Georgia from the mental, physical, and moral viewpoint. Concerning athletics, the GHSA's main objectives are to encourage and standardize all rules and regulations that pertains to each sport. In Georgia, as in all other states, the executive secretary of the GHSA is responsible for implementing and enforcing all regulations.

The GHSA also publishes annually, the Constitution and By-Laws, results of region and state meets the previous year, and a directory of all member high schools.

The National Federation serves essentially the same purposes as each state association, except on a national scale. The National Federation also seeks to promote high school athletics through the exchange of experiences and ideas, protect high school athletes from explotation, and promote uniformity among sports within each state. A national council, which is composed of one representative from each state organization, is the legislative body of the organization. The executive committee, comprised of seven members, is elected annually, and this committee elects its own officers and appoints the executive secretary.

Region Organization

Each region in the state must elect a president, vice president, secretary-treasurer, and from one to three committeemen (Article 4, Section 5 a and b, p. 21). The region organization has the responsibility of setting rules for the schools within that region, providing these rules do not conflict with the GHSA rules. Each region organization is also responsible for reporting to the GHSA, final results of region events (Section 3, Rules 1-12, pp. 33-34).

Classification

Classification of schools is based on the average daily attendance (ADA) secured from the July 1 annual report of the State Department of Education. The classification of a school is for a two year period, and is based on the ADA of grades 10, 11, and 12. Schools with an ADA of 750 or more compose Class AAA, ADA's of 500 to 750 compose Class AA, ADA's of 300 to 500 compose Class A, and ADA's of under 300 compose Class B schools (Article 3, Sections 2-3, pp. 18-19).

Reclassification provisions are provided for member schools that wish to do so. Once a school has changed classifications, it must remain in that class until schools are reclassified on a statewide basis (Article 3, Section 8, p. 20).

Budgets

The coach is involved with budgeting, either as a user or administrator of funds. Therefore, he must be knowledgeable about how budgets are prepared and what financial procedures his school follows. Budgets are primarily fiscal guidelines that involve income and expenses figured for a certain period of time. Budgets are constructed by researching past, present, and future needs, estimating total expenses, and analyzing anticipated income.

Approval of the budget normally progresses from the coach to the athletic director. Then the athletic budget is reviewed by the school principal, district business manager, superintendent of schools, and finally the school board.

Once prepared and approved, the budget should be followed carefully and conscientiously. Necessities for revisions of it should be made only with the approval considered by those who prepared and approved the original. Periodic checks on the current status of the budget is recommended, so that the budgeted funds can be used most economically.

There are several sources of income for financing the football program, however, for the most part, gate receipts must carry the largest burden. Selling of season tickets is a recommended method of guaranteeing income despite poor teams or bad weather, and at the same

time provides funds early in the season, when they are often needed. Other sources include special projects, gifts and donations, and tax revenue.

All transactions should be properly recorded and explained. Policies on purchasing of equipment and supplies must be understood and followed by all coaching staff members. Examples of budget forms can be found in the Appendices.

Equipment and Facilities

The efficient purchase of athletic equipment and its subsequent care are two of the most important problems confronting coaches and athletic directors. In order to provide and maintain an adequate athletic program, coaches must use sound business methods in purchasing equipment and good management practices in caring for it.

Purchase of equipment. In most schools the purchase of equipment is the largest item of expense in the athletic budget. It is extremely important that the person who does the purchasing make a study of equipment in order to evaluate it thoroughly and become acquainted with the policies, methods, and techniques by which equipment may be bought and cared for most economically.

Selection of equipment. There are two main factors to be considered in selecting equipment. First and of paramount importance is consideration for the safety and welfare of the players. Also, purchasing of equipment should be within the range of the ability to pay. These two basic principles, together with the following practices, will serve as guides to selecting equipment:

1. Before equipment is ordered, equipment needs should be approved through a budget.

2. Buying should be done systematically, and early enough to insure delivery well before it is needed.

3. Each coach should be consulted regarding the purchase of athletic equipment for his particular sport.

4. Purchases should be made after an inventory of existing equipment is completed and needs determined.

5. Quality goods that conform to specifications should be bought. Purchase of equipment merely because it is cheap should be avoided.

6. Equipment should be standardized for easy replacement.

7. When possible, equipment should be bought in quanities large enough to secure legitimate discounts.

8. Price schedules of several firms should be kept in order to get the best possible deals.

9. When possible, equipment should be purchased from local dealers, if their quality, price, and service are comparable to those of other dealers.

10. New equipment should be tried on a trial basis, under controlled conditions.

Inventory of equipment. It is important that the coach keep an accurate inventory of football equipment. To effectively do this, there should be a standard inventory form selected on the basis of simplicity, appropriatemess, and adequacy. An example of these forms can be found in the Appendices.

The coach should make an inventory of all football equipment prior to the beginning of the season. This inventory should include all equipment, both new and used. Also, a running inventory should be kept during the season in order to determine immediate equipment needs.

Immediately after the close of each season, an inventory of all equipment should be made and needs for the coming season established from this inventory. Then the coach can access the needs for the next season and begin formulating plans for purchasing new equipment.

Care of equipment. The value of an efficient system of purchasing equipment can be lost unless proper care is taken and repairs are made during the playing season when equipment is in use, and unless proper storage is provided when the season is completed. A properly secured, heated, air conditioned, and lighted equipment storage room, with adequate space for handling and repairing equipment should be provided.

A wholesome attitude among players towards the use and care of equipment should be encouraged. Players should understand that the equipment is loaned to them and that it is their responsibility to care for it properly during the playing season. Players should sign for equipment issued to them and should be held responsible for its safe return.

One coach should be designated as responsible for the care and issue of football equipment. An efficient and perpetual inventory system should be designed and maintained. It is advisable to use a card file or record book in which to record the description and size of equipment and the name, grade, position, telephone number, address, and locker number of the player to whom equipment is issued. A good marking system for identifying equipment is a must if players are to be held responsible for equipment they check out.

Periodic checks for detecting and replacing damaged equipment should be made. Considerable money can be saved by making needed repairs before there is extensive damage to a piece of equipment. Every coach should make a special effort to improve knowledge of the care and repair of equipment, since equipment is both a major safety factor and the major area of expense in the football program. Example equipment forms can be found in the Appendices.

Reconditioning equipment. Many items of athletic equipment cannot be repaired by coaches and managers but can be returned to useful service, at a great financial savings to the school, by the use of the services of a reputable athletic equipment firm. Coaches should familiarize themselves with the reconditioning process and the services offered by firms specializing in this area.

Facilities. The school's athletic facilities must be used by sports other than football, plus physical education classes and other extracurricular activities. Therefore, facility use must be carefully planned by the sponsors of all activities concerned.

Daily concern for the supervision and maintenance of facilities must also be considered by the coach. He must insure that all facilities are properly readied for classes and practice, plus he should constantly be aware of maintenance and cleaning of buildings and fields.

Eligibility

Schools. Each school must meet a number of eligibility requirements of the GHSA in order to be able to participate in interscholastic contests (Section 2, Rules 1-19, 26-28, and 32-37, pp. 27-33).

Students. In addition to eligibility requirements for the school, the coach must submit to the GHSA Executive Secretary an individual eligibility certificate for each player at least ten days before the first game (Section 2, Rule 9, p. 28). To be eligible to represent his school, each student must meet the eligibility requirements set forth in the GHSA By-Laws (Section 1, Rules 1-15, pp. 26-27).

Schools that violate any eligibility rule, for any reason, will be subject to fines and/or suspension from the GHSA (Section 7, Rule 4, p. 39). Example eligibility reports can be found in the Appendices.

Scheduling and Game Contracts

Scheduling of games and consequential contractural agreements must be done according to the rules set forth in the GHSA By-Laws. These provisions include maximum games allowed, region and sub-region games, championship games, night games, cancelling of a game contract, and advance schedules (Section 2, Rule 13, p. 30; Section 3, Rules 1-15, pp. 49-51). An example contract can be found in the Appendices.

Game Officials

All high school varsity football games must have at least four officially dressed football officials, registered under the GHSA, or the state association of another state (Section 3, Rule 5, p. 49). The National Federation recommends the use of four officials, but allows the use of more or less (NFSHSA Handbook, 1974: 15).

Student Managers

The job of the coach can be made more pleasant and efficient with the help of an energetic, intelligent, and conscientious manager. A staff of good student managers will be an invaluable asset to the football program. Normally, the coach in charge of the equipment room is the immediate supervisor of the student managers. One student manager is usually the head manager, over the entire managerial staff. Duties of the managers may include:

1. Getting equipment necessary for practices and games to the proper location, at the right time.
2. Issuing and checking equipment to players.
3. To keep equipment in order and clean, and informing the coach of equipment needs.
4. Attending to the needs of visiting teams and game officials.

5. Preparing a complete inventory of equipment at the end of the season and making sure it is stored properly after it has been cleaned.

6. Aiding the coaches with such tasks as daily attendance of players, game substitutions, and game statistics.

The coach must remember that student managers need the proper supervision. The coach must assume the final authority and responsibility for all matters.

Staff Meetings

Staff meetings should be held after each practice in order to evaluate the overall practice and individual players. Each coach should be able to express his views and make suggestions on anything concerning the team at these meetings. However, it must be remembered that the head coach is responsible for all final decisions, and all assistants should abide by his decisions.

Game Programs

Care should be taken in the preparation, printing, and sale of football programs. The coaches, cheerleader sponsor, and band director should all have a part in planning and preparing the program. The program can include pictures of players, coaches, the band, drill teams, and cheerleaders, as well as information to the fans concerning stadium rules, games rules, player information, and messages from the administration. As a source of additional revenue, advertisement space could be provided in the program for businesses and individuals alike.

Well designed programs not only provide a source of income to the football program but they can also aid in better public relations for the program.

Game Films

The coach, in most cases, will be responsible for getting someone to take films of each game so that the players' performance can be evaluated by the coaches. It is advisable to get a person who knows how to handle the camera properly, plus have some knowledge about football so proper camera work can be achieved. If an away game is to be filmed, the home school must be notified and give approval in advance of the game (Section 7, Rule 12, p. 44).

By filming a game, the coaching staff can evaluate the performance of both the team and individual's assignments. In this way, game films can be used as a teaching aid to improve skills of players. Each coach, according to his area of responsibility (i.e., backfield, linemen, secondary, etc.) should grade each player's performance based on predetermined criteria. At the team meeting, after grading has been done, each player should be able to see the film, as well as his playing grade for that game. Necessary improvements in play can then begin during practice sessions.

Game Statistics

A complete set of team and individual player statistics should be kept of each game. These statistics can be used to evaluate both team and player performance, as well as pre-game objectives of the coaches. Statistics can show areas where improvement is needed for a more balanced game, both offensively and defensively.

Team managers and booster club members are possible sources of statisticians for games. Care should be taken that enough statisticians are on hand to record all information quickly and accurately.

Awards

Only customary letters, medals, trophies, plaques, and one sweater or jacket by the school during a player's school career may be awarded (Section 6, Rule 14, p. 38). However, the GHSA will award a school trophy to each region winner, area winner, semi-final winner, state runner-up, and state winner (Section 3, Rule 21, p. 57).

As an incentive for better play, individual game awards should be made after each game. Awards could consist of helmet decals, for example, to players that the coaches feel deserve the award, based on their game performance. Criteria for awards should be established prior to the first game and followed throughout the season.

Scouting

Schedules of all opponents should be acquired before the season starts, so that a scouting schedule may be worked out. If possible, all opponents should be scouted at least once before playing them. One or two coaches, usually the junior varsity or B team coaches, can be assigned as scouts for the varsity team.

In scouting an opponent, a coach wants to get as much information as possible on their offensive and defensive formations, trends, plays ran, speciality teams, best players, and anything else that might be helpful. Example forms for recording this information can be found in the Appendices. All of this information should then be compiled into a final report and distributed to players and coaches to study.

Provisions should be made to repay the scout for any expenses, such as fuel and meals, that he incurs in performing his duties.

School Passes

The Executive Secretary will issue a statewide pass to GHSA events to all athletic coaches, good for one year (Section 7, Rule 5, p. 40).

Post Season Games

Region champions must be decided by the Saturday prior to Thanksgiving each year. All rules and regulations concerning the date, location, finances, and officials of play off games are determined by the GHSA (Section 3, Rules 16-20, pp. 51-57).

Spring Practice and Jamborees

The GHSA has set guidelines concerning the time and length of Spring football practice and participation in jamborees. These regulations cover such things as number of teams allowed in a jamboree, funds received from the jamboree, and special rule variations for the jamboree (Section 7, Rule 9, pp. 42-43; Section 3, Rules 11-12, p. 50).

Clinics and Workshops

The coaching staff should always be concerned with learning new techniques and rules concerning football. A coach has a responsibility to his team to keep up on new ideas concerning every phase of his program. By attending Summer clinics or workshops, the coach can broaden his knowledge and teaching abilities and thereby make a more lasting impression on his players.

Also, each school is responsible for having each coach take an annual rules test on his sport or sports, or attend a state sponsored rules clinic for the sport (Section 2, Rule 34, p. 32).

Legal Aspects of Coaching

High school coaches are faced with legal problems that involve the everyday operation of coaching. Therefore, they must become aware of the legal aspects of football as it relates to their coaching duties.

Tort liability or negligence has been the basis for most cases brought against individual coaches or school boards. Negligence is considered to be behavior which is not prudent and results in injury to another person. Prudent behavior is considered to be what any coach, using reason, forethought, and self control would do under similar circumstances. In conducting football activities, coaches should exercise prudence and make every attempt to avoid possible problems.

Because interscholastic athletics require a great deal of transportation, the coach should be aware of his responsibility to provide safe transportation. If certified public carriers cannot be used, private cars and drivers should be selected carefully. The coach should also be familiar with state motor vehicle laws.

Physical examinations prior to the start of each football season are usually required for participation. Coaches cannot be held liable for injuries related to defects not revealed by the examination.

The coach must give first aid if there is an emergency and no person with medical training is available. He should always follow accepted first aid procedures in these cases.

Some acceptable practices for coaches to follow include:

1. Never prescribe any type of pills or medication.
2. Don't use strapping or taping if there is a possibility of a fracture.
3. Allow no player with a head injury to return to play unless medically certified.

4. If a player has been sick or injured, make sure he is medically certified before allowing him to join in active participation again.

5. Use common sense in dealing with all injuries or medically related problems.

Feeder Program

The high school coaching staff should work closely with the junior high football program, if one exists. This will usually vary between school systems. In any case, as much attention as possible must be paid to the proper teaching of techniques and skills to junior high, and junior varsity players. Close attention with these younger players will eventually pay off, if it is done properly.

APPENDICES

FIRST PLAYER LETTER

Dear Player:

As you begin your Summer vacation, I just want to remind you of the workout schedule prepared for you this past Spring. Much time and effort went into the planning of individual workouts, but the coaching staff feels that it will pay off t[illegible] Fall. It can only pay off though, if each player dedicates himself and follows each daily routine closely.

During the long, hot Summer, if you find yourself without anything to do, remember that the weight room will be open daily from (time). The team could benefit greatly from individual's extra effort during the Summer months.

The coaching staff will keep you posted throughout the Summer of dates and events of which you need to be aware. Work hard and have a good, safe Summer!

Sincerely yours,

SECOND PLAYER LETTER

Dear Player:

Summer workouts for the Fall season will be starting (date). In order for you to start that day, physical examinations will be done on (date, time, and place), or you can have your family doctor do the physical if you prefer. Please have all physicals completed and turned in by (date).

The first two weeks will be spent in shorts, shoes, and helmets. This period will be spent on conditioning primarily, since you know that it is so important to the success of the team. This is especially true during the early part of the season. More than likely, two-a-day workouts will begin in shorts and continue in pads, up to the week of the first game. This, in part, will depend on how well conditioned everyone is, and the amount of time we must spend on fundamental skills.

The coaching staff has already begun meeting daily and eagerly awaits the first day of practice. See you then!

Sincerely yours,

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LETTER TO PARENTS

Dear Parent:

Football season is fast approaching and your son has chosen to participate in interscholastic football at (name of school).

Football is a sport in which strength and stamina play an important role. Because of this, part of my job is to insure that your son is in the best possible physical condition throughout the season. I would like to assure you that this will be of paramount concern to all coaches on the staff at (name of school). Every possible precaution will be taken to insure that each player receives proper attention while under the supervision of the (name of school) coaching staff.

Please feel free to visit the school or practice sessions anytime. If you have any questions concerning the football program or your son's participation, please contact any member of the coaching staff.

Sincerely yours,

(Form E-1)

Georgia High School Association

Individual Information Sheet

Date _____
(Month) (Day) (Year)

Name: _____
(Last) (First) (Middle)

_____
(School)

Date of Birth: _____ Place of Birth: _____
(Month) (Day) (Year)

Authority for Birthdate: _____

(Indicate whether parent's statement, pupil's statement, birth certificate, or school record, etc.: if birth certificate, give number; if school record, give date made.

Home Address: _____

Lives with: _____

(Indicate relationship such as: both parents, mother, father, stepmother, etc.)

Completed 8th Grade: _____ at _____
(Month) (Year) (Name of School)

Date FIRST entered 9th grade: _____ at _____
(Month) (Year) (Name of School)

Fill in below showing the names and addresses of all high schools attended beginning with grade 9 including attendance in present high school prior to this year. Indicate grade in which pupil was classified each year. Use separate line for each year. If pupil is entering 9th grade for the first time, no entry is necessary.

Years of Attendance (Date)	Grade	Name of School	Address

Signature _____
(Superintendent or Principal)

NOTE: Accuracy in making this report is an absolute necessity. An error may penalize a pupil and bring difficulty to the school.

(Form E-2)

GEORGIA HIGH SCHOOL ASSOCIATION

Certificate of Eligibility

School Year _____ School _____

INSTRUCTIONS: Original and two carbons (total 3) of this eligibility certificate are to be mailed to the State Executive Secretary-Treasurer at least ten days prior to the first game or contest, and are to be accompanied by an individual information sheet for each pupil whose name is appearing on a report for this school for the first time.

List alphabetically—last name first. Star (*) name if individual sheet has been previously filed by your school.

Name	Name

I hereby certify that the pupils whose names appear above are eligible to represent _____ high school in interscholastic competition under the rules and regulations of the last edition of the Constitution and By-Laws of the Georgia High School Association.

Date _____ Signed _____ Superintendent or Principal

GEORGIA HIGH SCHOOL ASSOCIATION

MEMBER OF

NATIONAL FEDERATION

of

STATE HIGH SCHOOL ATHLETIC ASSOCIATIONS

OFFICIAL CONTRACT FOR GAMES

The _____ HIGH SCHOOL OF _____
(Name of High School) (City)

AND

The _____ HIGH SCHOOL OF _____
(Both of said schools being members in good standing of the Georgia High School Association)

HEREBY ENTER INTO A CONTRACT FOR

_____ GAMES OF (OR CONTESTS IN) _____ TO BE PLAYED AS FOLLOWS:

One Contest to be held at _____ on _____, 19 ____
(City) (State) (Date)

One Contest to be held at _____ on _____, 19 ____

(1) Participants in this game are eligible under the rules and regulations of the latest edition of the Constitution and By-Laws of the Georgia High School Association.

(2) The suspension or termination of its membership in the state association by either of the parties to this contract shall render this contract null and void.

(3) Financial terms: _____

(4) Officials shall be chosen as follows: _____

Agreed to and signed this _____ day of _____, 19 ____

THE _____ HIGH SCHOOL

By _____
Superintendent or Principal

_____
Athletic Director or Coach

THE _____ HIGH SCHOOL

By _____
Superintendent or Principal

_____
Athletic Director or Coach

PHYSICAL EXAMINATION RECORD

_____ _____
(Name of Student - Print) (School)

SIGNIFICANT PAST ILLNESS OR INJURY_____ HEIGHT_____

_____ WEIGHT_____

EYES, EARS, NOSE, AND THROAT 20/ 20/ _____ HEARING /15 /15

LUNGS_____

HEART_____ BLOOD PRESSURE_____

ABDOMEN_____

GENITALIA_____ HERNIA_____

MUSCOLO-SKELETAL_____

REFLEXES_____

URINALYSIS_____

BLOOD COUNT, X-RAY (If indicated)
(To be filed in high school office)

DATE OF LAST IMMUNIZATION

POLIO_____

TETANUS_____

OTHER_____

I certify that I have on this date examined the above student and from the limited examination above, I could detect no reason for him (or her) not to participate in supervised activities NOT CROSSED OUT BELOW:

BASKETBALL	FOOTBALL	SOFTBALL	TRACK
BASEBALL	GOLF	SPEEDBALL	VOLLEYBALL
CROSS COUNTRY	GYMNASTICS	SWIMMING	WRESTLING
FIELD HOCKEY	SOCCER	TENNIS	OTHERS_____

DATE OF EXAMINATION_____ SIGNED_____
Examining Physician

PARENT'S OR GUARDIAN'S PERMISSION

I hereby give my consent for the above student to represent his school in interscholastic activities, except those crossed out on the form above by the examining physician; I also give my consent for him (her) to accompany the team as a member on its out-of-town trips and will not hold the school responsible in case of accident or injury. I also give consent and authorize the school to obtain, through a physician of its choice, such medical care as is reasonably necessary for the welfare of the student, if he (or she) is injured in the course of school athletic activities.

Signature of Parents or Guardians _____
(both must sign) _____

DATE_____ ADDRESS: _____ _____
(street) (city or town)

SAMPLE STUDENT ACCIDENT REPORT FORM*

1. Name of Injured_____Address_____

2. Time accident occurred: _____A.M. _____P.M. Date_____

3. Location of Accident:
   - Athletic Field _____
   - Classroom _____
   - Corridor _____
   - Gymnasium _____
   - Locker Room _____
   - Pool _____
   - Shower Room _____
   - Stairs _____
   - Other (specify) _____

   DESCRIPTION OF ACCIDENT
   How did accident happen? What was student doing? List specifically any unsafe acts or unsafe conditions existing at time of accident. Specify any equipment involved. Please be specific

4. Nature of Injury:
   - Abrasion _____
   - Bruise _____
   - Burn _____
   - Concussion _____
   - Cut _____
   - Dislocation _____
   - Fracture _____
   - Shock _____
   - Sprain _____
   - Other (specify) _____

5. Part of Body Injured_____

6. Degree of Injury: Non-disabling_____Temporary Disability_____
   Permanent Disability_____Death_____

7. Instructor in charge when accident occured:_____
   Was he present at scene of accident? Yes_____No_____

8. Immediate Action Taken:
   First-Aid Treatment (Nature of)_____
   _____By Whom_____
   _____
   Physician summoned (name)_____By Whom_____
   Sent to Health Service_____By Whom_____
   Sent to Physician (name)_____By Whom_____
   Sent to Residence_____By Whom_____
   Taken to Residence_____By Whom_____

9. Witnesses to Accident:
   Name_____
   Address_____
   Name_____
   Address_____

10. Do you have any recommendations for preventing accidents of this type?

_____ _____
Instructor Reporting Accident Date of Report

*From the AAHPER Coaches Handbook, 1960.

BUDGET SUMMARY OF ESTIMATED INCOME*

School_____ School Year 19___-19___

Sport	Home Games		Away Games		Total Estimate
	No.	Receipts	No.	Guarantees	
Baseball					
Basketball					
Cross-Country					
Football					
Golf					
Swimming					
Tennis					
Track					
Others					

1. Total estimated receipts $_____

2. Estimated amount to be realized from student or general organization ticket sale $_____

3. Grand total of estimated receipts for present year (Sum of 1, 2) $_____

4. Grand total of estimated expenditures for present year $_____

5. Estimates surplus for year $_____

6. Estimated deficit for year $_____

*From the AAHPER Coaches Handbook, 1960.

REPORT OF ATHLETIC FUNDS FORM*

REPORT OF ATHLETIC FUNDS_____HIGH SCHOOL

School Year 19___ Month_____

	Foot-ball	Basket-ball	Base-ball	Golf	Swim-ing	Tennis	Track	Total
Total, Preceding Report								
Receipts, Current Month								
Ticket Sales, Home								
Ticket Sales, Other Schools								
Guarantees and Game Divisions								
Concessions								
Interest Earned								
Sale of Booster Items								
Tournament								
Aid from Civic Clubs								
Booster Clubs								
School Organizations								
Others								
Total Receipts, Current Month								
Total Receipts To Date								

*From the AAHPER Coaches Handbook, 1960

Per-Sport Estimated Expenditures Form*

For School Year 19___ -19___ For_____

Expenditures	Estimate 19__19__	Actual 19___
Transportation		
Scouting		
Game Official		
Guarantees		
Meals and Hotels		
New Equipment		
Care and Repair of Equipment		
Training, First Aid, and Medical Supplies		
Pictures and Films		
Advertising		
Laundry and Cleaning		
Printing		
Dues and Fees		
Insurance		
Awards		
Coaching School Expenses		
Telephone and Telegraph		
Maintenance		
Banquet		
Guards		
Ticket Takers and Sellers		
Lighting		
Total		

Signed_____

Some of these items do not pertain to your sport.
Add any items not listed.
List new equipment to be ordered on back of this sheet.

*From the AAHPER Coaches Handbook, 1960

FORM FOR BUDGET SUMMARY OF ESTIMATED EXPENSES*

SCHOOL _____ School Year: 19___ -19___

Sport	Administration: Cost of bleachers, guards, tickets, field, printing, postage, etc.	Cost of officials for home contests	Home-game contract guarantees	Away-game expenses	Cost of equipment, repairs, and maintenance	Cost of training, first-aid, medical supplies and care	Cost of awards	Incidentals: pictures, film, scouting fees, etc.	TOTAL ESTIMATE FOR SPORT FOR YEAR
Baseball									
Basketball									
Cross-Country									
Football									
Golf									
Swimming									
Tennis									
Track									
Others									
Total Estimate									

*From the AAHPER, Coaches Handbook, 1960

SAMPLE EQUIPMENT CARD*

Name_____ Position_____ Weight_____ Grade____

Address_____ Phone_____ Locker No.____ Lock No.____

Sport_____ Date Equipment Issued_____ Date Returned_____

Physical Examination_____ Eligibility Reported_____ Fees: Towel_____ Locker____

Article	Size	Number	Condition	Article	Size	Number	Condition
Shoes				Shoulder Pads			
Helmet				Hip Pad			
Game Jersey				Thigh Guard			
Game Pants				Knee Pad			
Practice Jersey				Socks			
Practice Pants				Supporters			

I agree to replace all athletic equipment lost, misplaced, or destroyed while issued to me.

_____ Student's Signature

_____ Adjustments

_____ Coach's Signature

*From the AAHPER Coaches Handbook, 1960.

SAMPLE EQUIPMENT INVENTORY FORM*

Sport_____ Date Inventoried_____ Inventoried by_____

Description of Article	Amount On Hand	Size	Condition			Not Accounted For	On Hand Total	Estimated Need	Total Amount
			New	Usable	Need Repair				
Total									

*From the AAHPER Coaches Handbook, 1960.

SAMPLE INVENTORY AND SURVEY FOR ATHLETIC EQUIPMENT*

School_____ Date_____

Coach_____ Inventoried by_____

Estimated Cost_____

Description of Article	Amount on hand	New	Good	Usable	Need Repair	Est. Need	Unit Guide Price	Extension
1. Headgear							$18.00	
2. Headgear with Face Protector							$20.00	
3. Shoes--Game							$16.00	
4. Shoes--Lowcut							$11.00	
5. Shoes--Practice							$14.00	
6. Shoulder Pads							$17.00	
7. Shoulder Pads							$17.00	

*From the AAHPER Coaches Handbook, 1960.

SAMPLE ORDER SHEET FOR EQUIPMENT*

Item No.	Description			Quantity	Unit Trade Prices	Total	Unit Bid Price	Total
	Amount	Size	Colors--Describe Sleeve Stripes, Numbers, Braid, Shoulder Inserts, etc.					

*From the AAHPER Coaches Handbook, 1960.

CHECK LIST OF ARRANGEMENTS AND PREPARATIONS
FOR SPECTATOR CONDUCT AND CONTROL

Game: Football_____ vs._____

Field:_____ Time:_____ Date:_____

Estimate of Tension: Heavy_____Medium_____Light_____

Items Considered for Attention:

STUDENT INFORMATION AND EDUCATION:
_____ Sport Assembly
_____ Transportation Information
_____ Field Seating Arrangements
_____ Field Dispersal Plan

FACULTY PERSONNEL:
_____ Faculty Representative in Charge
_____ Explanation of duties; station assignments
_____ Pre-game Assignments
_____ During Game Assignments
_____ After Game Assignments

STADIUM AND FIELD MANAGEMENT:
_____ Faculty Representative in Charge
_____ Seating Arrangements
_____ First Aid Station
_____ Comfort Stations
_____ Locker Rooms
_____ Ticket Sellers
_____ Ticket Takers
_____ Gate Men
_____ Pass Gate
_____ Barricades and Signs

POLICE DEPARTMENT SERVICE:
_____ Local Field Control Plan Discussed
_____ Dispersal Plans Discussed
_____ Name of Police Officers in Charge at Game
_____ Traffic Control Plan Determined

DEFENSIVE SCOUT DATA

Down & Distance	Hash Mark & Basic Spot	Opponent Offensive Formation	Play	Defense	Gain	Comments

OFFENSIVE SCOUT DATA

Down & Distance	Hash Mark & Basic Spot	Formation	Play	Gain	Comments

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